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ceded the former, but continued to exist side by side with the other as long as undivided lands remained. In origin they represent practically one and the same body, but in later development they are quite distinct, a land community as distinguished from a political community. The proprietors were not legally recognized until the beginning of the eighteenth century. This will explain the action of Colchester, which Mr. Weeden considers a retrograde measure. The power was vested in the proprietors because the court so ordered, and similar actions could be found in the records of the majority of towns.

It would be surprising, indeed, if in a work of this kind, so full of facts and references, errors of one kind or another should not be found. What does Mr. Weeden mean—and this is neither a fact nor a reference—by calling perambulation a “time-honored Aryan custom” (p. 314), and again, herding “the old Aryan custom” (p. 67)? The word Aryan here is meaningless.

Before closing we should like to call attention to one serious omission. There are valuable appendices and a good index, but there is no bibliography. In case of another edition there should be added a carefully prepared list of the books with full titles. Such a bibliography should contain both printed and manuscript sources, with a few words indicating editions, and in case of specially rare books the libraries where they can be found. This will greatly increase the value of the work in the very direction where its greatest value will be felt, among scholars who will use it as a guide for further study.

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MANUAL TRAINING IN EDUCATION. By C. M. WOODWARD, Ph. D.,  
Director of the St. Louis Manual Training School. The Contemporary Science Series. New York: Scribner & Welford, 1890.

PROF. WOODWARD'S name is so intimately associated with the development of manual training in America that

he naturally stands as the representative of that system of education and as its authorized spokesman. He has given, we believe, more attention to the subject than any educator among us. The literature of manual training is a growing one, but unfortunately many of its contributors have been ill qualified for their task. There has been much curious theorizing about the subject, and still worse, much grave misrepresentation. Under these circumstances, it is a pleasure to have the topic treated by one who knows what a manual training school is, and who can see far enough under the chips and shavings to detect the essential principles. The present volume is in many respects an improvement upon the one issued somewhat more than three years ago. It is less explicit in describing the actual work of the school, but as a general exposition it is more uniformly developed and less embarrassed by repetitions. It is, indeed, an eminently reasonable book, and this is a high compliment. One does not feel that the pendulum of school reform has swung too far. Prof. Woodward nowhere presents manual training as a panacea, or claims that its general introduction would at once or eventually renovate a somewhat fagged-out world. In particular—and the point deserves emphasis—he does not offer it as a substitute for the older scholastic culture, but simply as a supplement which will make that culture take a firmer hold upon men's minds, and will bring the school into harmony with the Time-spirit. It is somewhat to be regretted that circumstances have made the book so controversial in its tone, but the general misapprehension regarding manual training, and more especially the singularly misleading Report of the Commissioner of Education made some reply almost a necessity. The writer who undertakes to present the subject is still forced to tell at considerable length what manual training is not, before he can hope to make clear what it is. Manual training is persistently represented as the successor of the now obsolete apprentice system, when such is quite the opposite of

its purpose. With equal persistence, it is confounded with manual labor, and the stupefying effect of long-continued toil is investigated with unnecessary care under the pretence of inquiring into manual training. It is easy to demolish such a man of straw. The friends of manual training would be quite as prompt as its assailants to resent the substitution of industrialism for education. But no such substitution is contemplated. Both in theory and in practice the school utterly disavows any shop connection. What it does seek to do is to prepare young people to take a broad and intelligent part in the life of an age which is eminently scientific and practical. Prof. Woodward thoroughly discusses the educational value of tool work, and has made a very clear case in his favor. His argument is both psychological and documentary—psychological in showing that the work at a manual training school cannot be successfully accomplished without a corresponding increase of intellectual and physical power on the part of the boy who does it; and documentary in submitting proof that such an increase of power has been the result. He wisely refrains from separating the economic and moral effects from the educational. We have no warrant, it seems to us, for applying the term educational to any sort of knowledge which does not increase the power of its possessor, and so make him the more able to satisfy his needs and desires without disorder and without waste. The measure of this ability is the measure of our economic progress. In showing so conclusively that manual training better fits a boy to his environment, and better prepares him to utilize the elements of our complex civilization, Prof. Woodward has established the economic and moral as well as the educational value of such a training. Or, to borrow a strong figure of speech, he has shown that in an age of repeating rifles, manual training does not send a boy into the world armed only with shield and javelin.

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